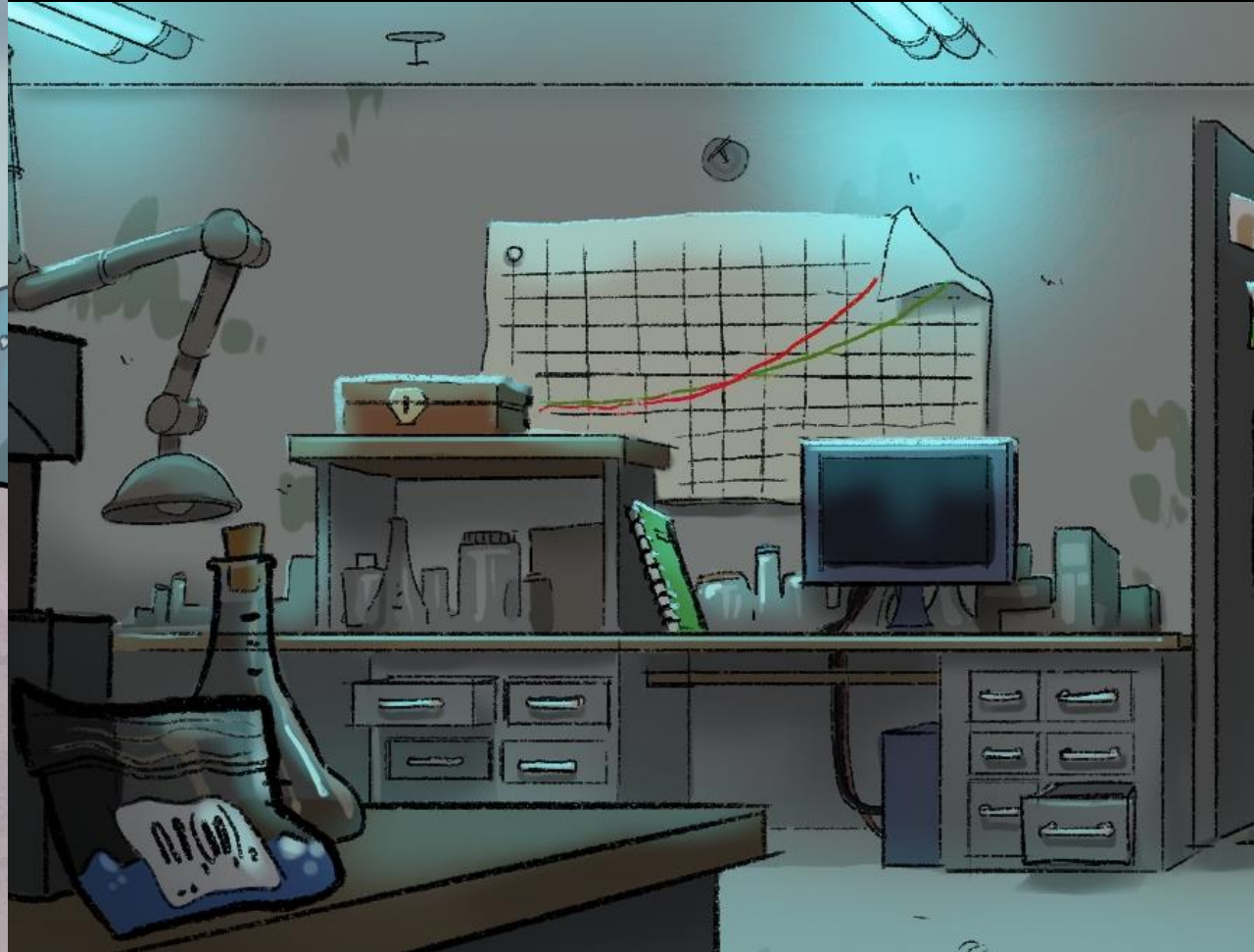
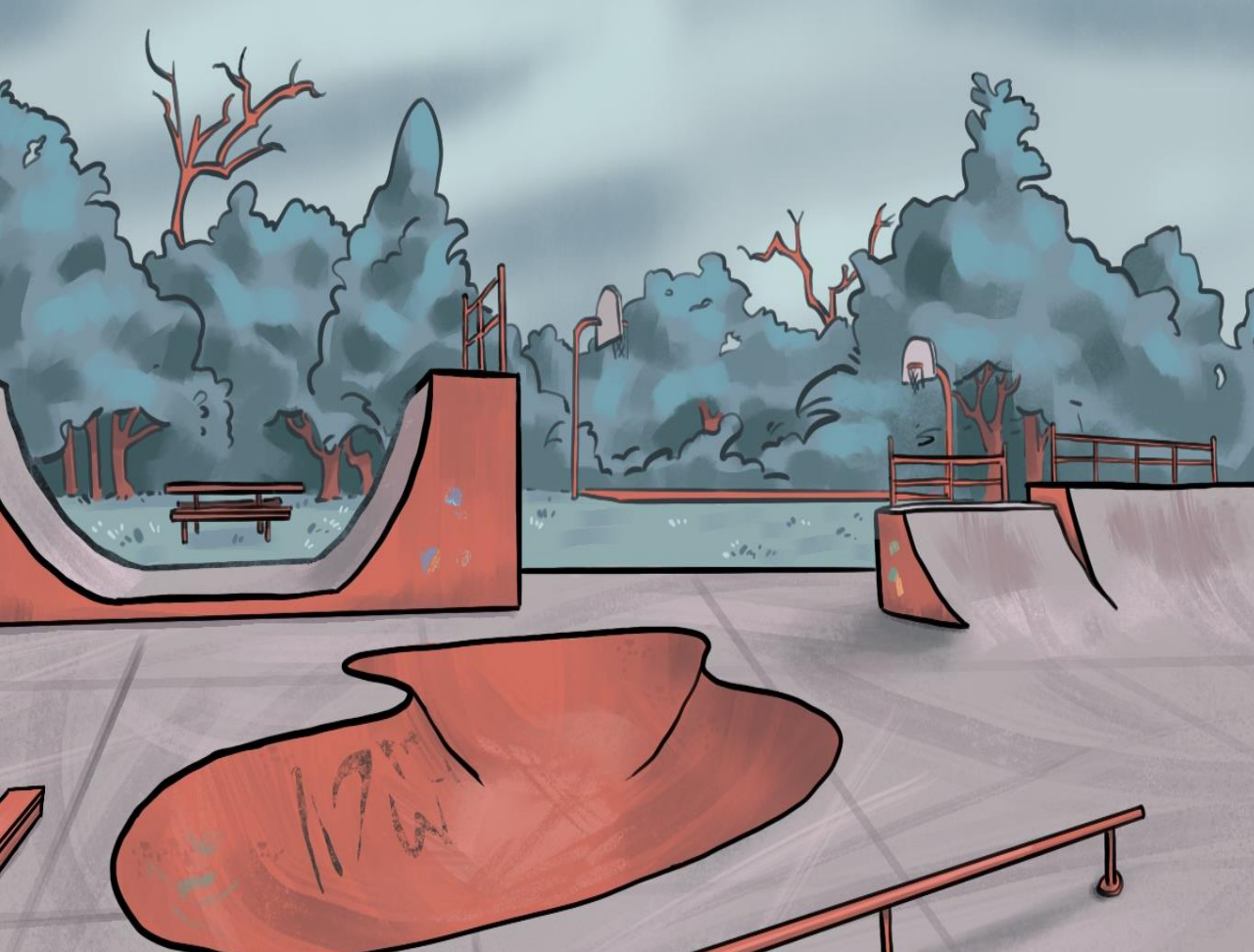


DIGITAL BREAKOUT SAMPLER



Burnbridge Breakouts vs. **TERMINUS**

Which digital breakout series will work best for your students?
Play game #1 of each and find out. 😊

Key Similarities

Both games have their own unique strengths and areas of focus. Which game best suits your class will be totally dependent on the reading level and needs of your students.

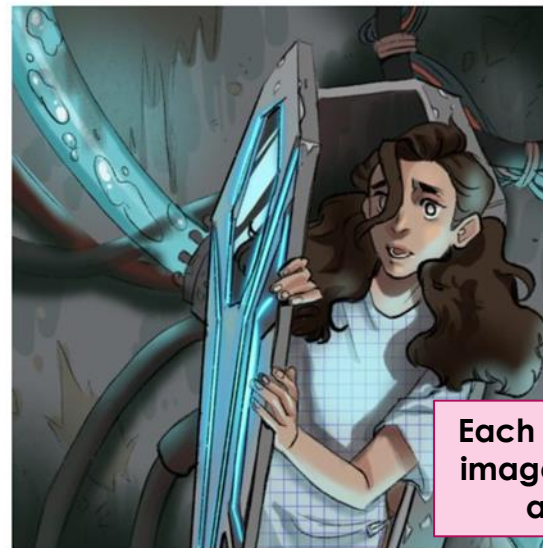
- Interactive digital gameplay
- Beautiful, immersive artwork
- Diverse protagonists
- Clues & puzzles
- Answer validation for independent play

Key Differences

Burnbridge: Designed to reach reluctant readers and help bring 8th and 9th graders up to reading at grade level. Less suspenseful than Terminus, and content-wise is appropriate for 5th-12th grade. [Watch the walkthrough for Game #1: The Abandoned Skatepark.](#)

Terminus: Best for below-level or on-level students who need to practice their research, nonfiction writing, and inferencing skills. A higher stakes mystery that feels more "mature," but is totally appropriate content-wise for 8-12th grades. [Watch the trailer here.](#)





Okay, I'm starting to panic. No way am I just going to lie here with no clue what's happening. Jamming my feet against the lid, I shove as hard as I can until it finally swings open on a hinge to my right. I sit up quickly.

Ugh. Too quickly. I feel a little sick and dizzy from expending so much energy to escape, but at

Each level in the game consists of text and images. Students must read, comprehend, and make inferences to continue.

MAIN FEATURES

These are the functionalities that are common to each game in the series. In addition to these, students will also encounter audio and video clues.

Students progress by answering questions at the end of each level. Sometimes, this is an easy comprehension question. For other levels, they will have found a password or combination to continue.



Students can also get a hint if they need one. 😊

Ready to continue?

What's the code to the keypad?

Need a hint?

Type your answer here.

CHECK ANSWER

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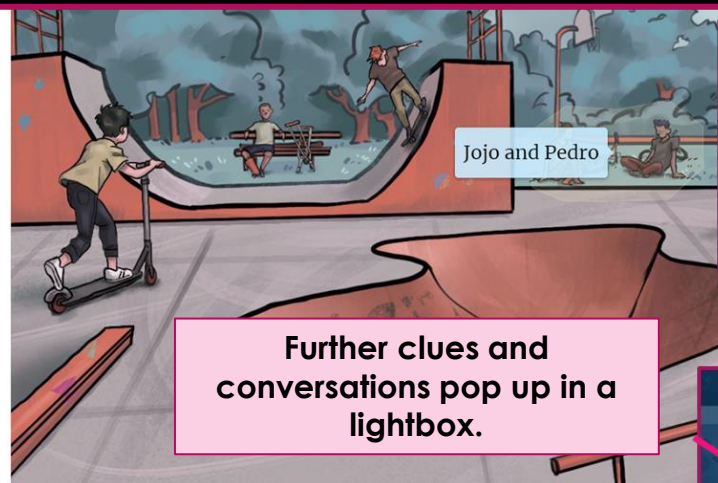


MAIN FEATURES

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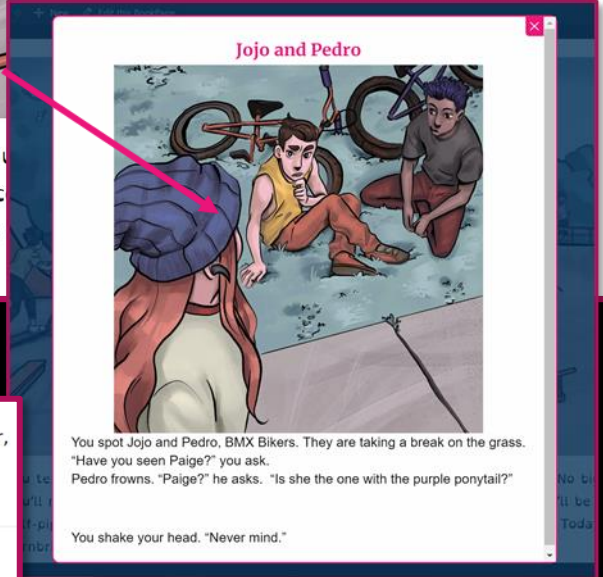
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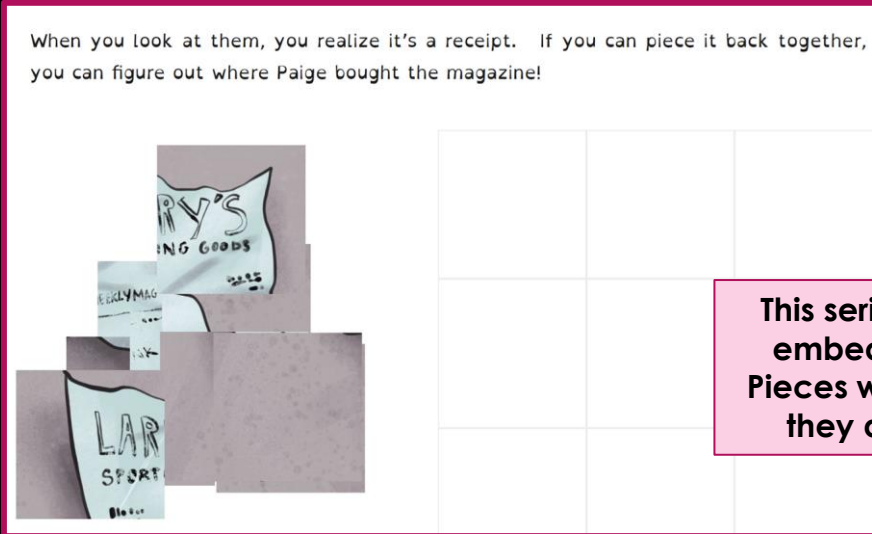
Some levels involve exploration, examining clues, and talking to other characters. Points of Interest are highlighted when students scroll over them.

Further clues and conversations pop up in a lightbox.

You text Paige to let her know you're on your way, but you'll meet her there. You're both so excited for the competition. The half-pipe and rails, and skaters from out of town are in Burnbridge, tomorrow, the X games!



You spot Jojo and Pedro, BMX Bikers. They are taking a break on the grass. "Have you seen Paige?" you ask. Pedro frowns. "Paige?" he asks. "Is she the one with the purple ponytail?" You shake your head. "Never mind."



This series also makes use of embedded jigsaw puzzles. Pieces will lock in place when they are in the right spot.

*This game is based on a website. It functions best on desktops, laptops, and iPads.



TERMINUS

A "FOUND TEXT" ADVENTURE

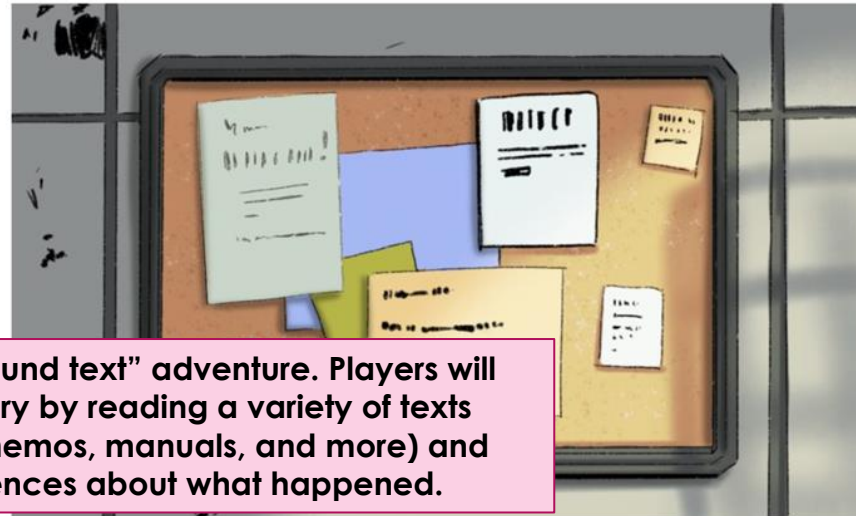
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This series is a "found text" adventure. Players will solve the mystery by reading a variety of texts (emails, flyers, memos, manuals, and more) and making inferences about what happened.

I think I need to look around the office some more.

Each of these texts is included separately in the Teacher's Guide with ideas for teaching and reviewing inferencing. This is a great way to return to the texts after playing each chapter and really digging deep about what players have learned.



Rania,
The cure should be safe now. I'm sorry I can't write down the specifics. I'm still afraid people will be desperate enough to break in here to find you and try the cure themselves. But everything is just like we talked about. For the door is your birthday. I love you.
-Mom

Appalachian Disease Research Foundation
Research Circle
20, 2020
esteemed colleagues,
with the deepest regret that I inform you that I have chosen to resign as Director of the Appalachian Disease Research Foundation, effective immediately. Many of you may have suspected this for some time. I am sorry that I overstayed my welcome, but I felt it was my responsibility to repair the disastrous course on which I have set humanity. I understand that this was another mistake, a final failing that will, unfortunately, be the enduring memory of my entire career.
I have made grave mistakes in my time as Director, and I hope there is time for my successor to provide stronger leadership in my absence. I can only ask that you remember me not as a malevolently ignorant man, but as a man who rushed headlong into foolish hope after a lifetime of helping others. For many of you, even that may be too much to ask for, and I may think I am a man who deserves no benefit of the doubt. I cannot blame you for this.
You are a group of scientists and professionals who are absolutely unmatched in this world. I am leaving you with the fullest faith that you can save humanity. I am so grateful for the many long and successful years we were able to work together. Please, never stop fighting. And always take care of each other.
Sincerely,
Dr. Edward J. Thomas

VOLUNTEERS NEEDED
Mercy Hospital is seeking volunteers willing to take part in story time.
More sick kids means our normal volunteers are stretched too thin. Our kids still need compassion! Many have already lost their parents.
Please help!

Separate rooms, gloves, and masks are available.

STRATEGIES OF HIGHLY EFFECTIVE READERS

In terms of reading skills, there are two main components of these resources: the game (4th-5th grade reading level) and the extension materials (8th-9th grade reading level).

When students play the games, they'll have an opportunity to practice many of [the strategies of highly effective readers](#). Briefly, these are:

Activating – as the series progresses, students must recall prior knowledge to support their reading.

Inferring – students must connect what is stated and unstated in the text to draw conclusions.

Monitoring/Clarifying – as the story unfolds, they must constantly reassess as they collect more clues.

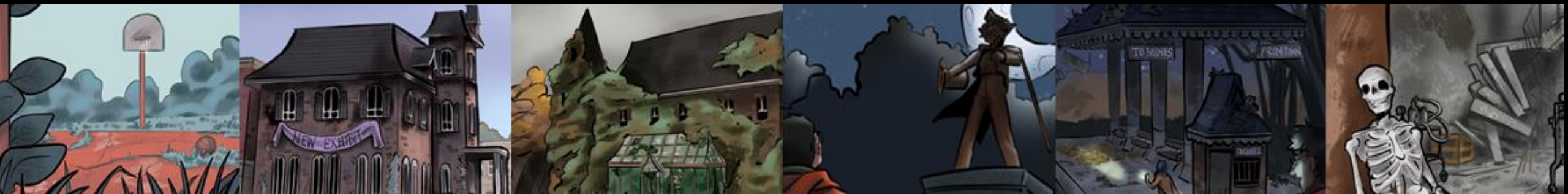
Questioning – students have an opportunity to ask questions of the text and their own understanding.

Searching/Selecting – students find support in-game (hints, context clues, etc.) to select the best answer for each game level.

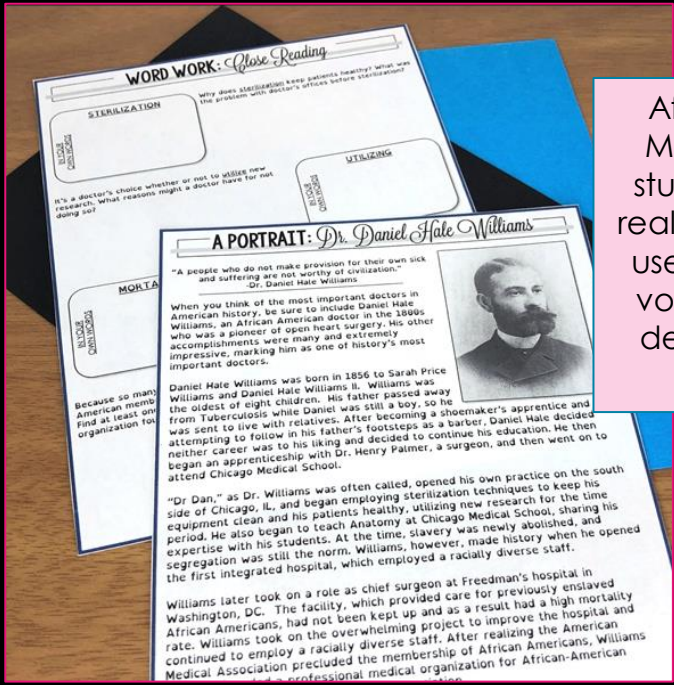
Summarizing – because it's a mystery and small details are important, students must self-check their summaries of what they already know the story to be.

Visualizing/Organizing – events happen on two timelines (past and present), so students must create a mental sequencing of facts.

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Here are two examples of the types of assignments you will see:



After reading about the fictional Dr. Samuel Martin in Game #2, *Trapped in the Museum*, students read a biographical article about his real-life counterpart. They practice RI.4 as they use the context clues in the article to interpret vocabulary. Then, they use this vocabulary to demonstrate understanding of key concepts from the text.



AT-LEVEL STANDARDS

The extension assignments present students an opportunity to practice standards at grade level (8th & 9th). Each game offers multiple choices for thematically-related readings, research prompts, analysis, and creative writing. Choose the assignments that work best for you. A full list of standards are available in each resource.

After exploring *The Haunted Mansion* in Game #3, students read about ten real-life abandoned places. Then, they choose one as a setting for a piece of flash fiction. This is an opportunity to practice W8.3 and other writing standards. This activity is scaffolded, but still provides a lot of student choice.

